

JFA Advanced Dialogue Workshop (2023)

Links

- This Outline: http://doc.jfaweb.org/Training/SFLA_1-13-2023.pdf
- Love3 Workbook: <http://doc.jfaweb.org/Training/Love3-Workshop-Interactive-Guide.pdf>
 - (This link is only for SFLA RC's for this training session. Please send students to www.jfaweb.org/ig to get their own interactive guide.)
- Invitation to Dialogue Brochure: <http://doc.jfaweb.org/Training/JFA-Invitation-Brochure.pdf>
 - (This link is only for SFLA RC's for this training session. Please send students to www.jfaweb.org/brochure to get their own brochure.)
- Improvise Dialogue Prompts: <http://doc.jfaweb.org/Training/Paired-Improvise-Helps.pdf>
- Framework for Developing Responses: <http://doc.jfaweb.org/Training/SFLA-Team-Training.pdf>

Outline for the Day

1. Palomar College a little over a month ago: "I never thought about the fetus as a separate person. That it has its own rights we would be taking away. I'll have to think about that!"
2. Activating Young Pro-Life Advocates through Role-Play and Outreach
 - a. **A modest proposal:** Let's give pro-life advocates the basics they'll need in any conversation and give them outreach opportunities to put those skills into practice, then let's support them throughout the process so that they want to participate again and create more conversations.
 - b. Use the Love3 Workbook (linked above) or similar material from JFA or ERI to give people the basics quickly. In about 45 minutes, you could help new pro-life advocates get practice using the basics. This is the best use of that 45 minutes. It's more important than lecture, PowerPoint, etc. (See Workbook Activity Page Numbers Below.)

- c. Make use of JFA and ERI's online training options for more in-depth training
 - i. www.jfaweb.org/love3 (7 hours) – New 3-day and 3-week options!
 - ii. <https://equalrightsinstitute.teachable.com/p/the-equipped-for-life-course> (longer)
- 3. Let's Remind Ourselves of the Basics
 - a. <http://doc.jfaweb.org/Training/Paired-Improvise-Helps.pdf>
 - b. Three Essential Skills
 - c. One Central Question
 - d. Biology: Living Human Organism
 - e. Philosophy: What's the Basis for Equal Rights?
 - f. Rape: Relational and Intellectual Challenges
 - g. Bodily Rights: Relational and Intellectual Challenges
 - h. Good Tools for Getting People Dialogue Practice
 - i. Surveys: www.jfaweb.org/surveys
 - ii. Poll Table: www.jfaweb.org/students/ccc/poll-table
- 4. Breakout Rooms with JFA Trainers
- 5. To Be Determined
- 6. SFLA RC Questions (see below)
- 7. Other Notes
 - a. A Framework for Developing Your Own Responses
 - i. <http://doc.jfaweb.org/Training/SFLA-Team-Training.pdf>

Love3 Workbook Activity Page Numbers

Total Estimated Time: 25-35 Minutes

Page 5: Activity: Three Essential Skills (ends on p. 6)

Page 19: Activity: One Central Question (ends on page 19)

Page 21: Activity: Biology (Imitate): Part I (Key Question; 10-Second Sound Bite)

Page 21: Activity: Biology (Imitate): Part II (Living...Human...)

Page 22: Activity: Biology (Imitate): Part III (...Organism)

Page 27: Activity: Equal Rights Argument, Part I: Equal Rights Argument

Page 27: Activity: Equal Rights Argument, Part II: Thinking ("Degreed Version")

Page 28: Activity: Equal Rights Argument, Part III: Thinking ("Non-Degreed Version")

Page 29: Activity: Equal Rights Argument, Part IV: Self-Awareness

Page 35: Activity: The Relational Challenge (Imitate) - ends on 36

Page 37: Activity: The Intellectual Challenge (Imitate) - ends on 38

Page 44: Activity: Bodily Rights (Imitate): Part I: Relational

Page 45: Activity: Bodily Rights (Imitate): Part II: Clarifying What Type of Argument

Page 45 (bottom): Activity: Bodily Rights (Imitate): Part III: Responding to "Sovereign Zone"

Page 46: Activity: Bodily Rights (Imitate): Part IV: Responding to "Right to Refuse" (ends on 47)

<https://www.jfaweb.org/love3/notes#6> - Part IV dialogue continued at website

Page 52: Activity: #Mindblown (ends on p. 53)

Page 54: Activity: Is There a Third Option on Back-Alley Abortion?

Your Questions (2023) - Set 1

1. [INFO: LIFE OF MOTHER] More specific information on Life of the mother cases other than ectopic pregnancy - how do we respond to if the mother has cancer and needs chemo?
2. [STORY: MOST DIFFICULT?] What is the most difficult scenario you've had thrown at you and how did you respond?
3. [PERSONHOOD, VIABILITY, DRAWING LINES] Defining personhood: How to convince those who recognize the preborn as humans, but don't believe they deserve the same human rights we endow to persons until viability, birth, etc.
4. [PRACTICAL: CORRECTING MISINFORMATION] How to debunk misinformation. Ok laws are clear, but a lot of young people think that care for women who have experienced a miscarriage isn't available. How can we kindly and gently correct them without sounding prideful or like a know it all?
5. [PRACTICAL: SHOWING/BEING COMPASSIONATE] How to avoid coming off as patronizing or pandering when someone shares deeply personal experiences they've had with a difficult pregnancy or abortion.

Your Questions (2023) - Set 2

6. [PRACTICAL: HARD CASES] How to respond to people bringing up young girls who get raped and pregnant. I've had a lot of people say that since 10-year-olds aren't meant to have babies and it could be very harmful to their bodies, abortion would be the only right option. Although it's an extremely rare and specific situation and I know it's unfair that they bring it up to justify all abortion and I point that out, I would still like to know how to respond to the specific scenario for when someone is legitimately and sincerely asking.
7. [PRACTICAL/STRATEGIC: TERMINOLOGY] The importance of using the language of "direct abortion?"
8. [PRACTICAL: IT'S ALIVE BUT OK TO KILL] This isn't a question: but a difficult thing for me to address is when they admit the child is alive and ok with killing it. This could feed into the woman's rights superseding the baby's.
9. [ARGUMENTS: IS RU-486 MORE PRIVATE / BETTER FOR WOMEN / A STEP FORWARD] I've seen pro-abortion folks celebrating all the chemical abortion stuff because they are excited for women to have "more privacy and can have the abortion in the comfort of their own homes" (which is obviously gross) but idk just general tips for addressing this that's not the usual talking points maybe?

Your Questions (2023) - Set 3

10. [PRACTICAL: DEFUND PP AND REDIRECT FUNDS?] How to articulate that defunding PP, and furthermore redirecting those funds to improve foster care, etc. would be an overall better option for society. Sometimes, pro-abortion students on campus have difficulty registering why this would be constructive and how we truly don't need planned parenthood, even for non-abortion related services.
11. [ARGUMENTS: LIVED EXPERIENCE= HUMAN RIGHTS] I had a lot of students at this past tour bring up essentially their own definition of consciousness claiming that you to have what they call a "lived experience" to have value in society. These were unreasonable people in my opinion but it came up pretty commonly. Maybe another angle to take regarding this?
12. [ARGUMENTS: LIMITING ABORTION *LIMITS* RELIGIOUS FREEDOM] I get a little tripped up when people say that their religion protects abortion so making abortion illegal hinders their right to practice their religion. (Have had this many times before with mostly Jewish people.)
13. [PRACTICAL: MEN DISCUSSING BODILY AUTONOMY] Responses to being a man and talking about bodily autonomy.
14. [ARGUMENTS: VIOLINIST] The violin argument

Questions From 2022

1. Suffering
 - a. I would love to hear their thoughts on how to address the underlying issue of the fear surrounding suffering - "abortion prevents and avoids suffering." I guess a better way to put it is, how to address the fear of suffering and the difficulty of bringing a new (inconvenient) life into this world.

2. Does the Unborn Have Human Rights? (or, if you prefer, *personhood*)
 - a. How do we respond to people who don't believe that human persons, even born persons, are inherently valuable?

 - b. humans have value, including you!

3. Bodily Rights
 - a. sovereign zone/right to refuse arguments

 - b. The parental duty argument (especially as it ties into rebuttal for "my body, my choice"): I've run into quite a few students who refuse to acknowledge the duty of a parent to choose life for the human person that they've created until the natural physical separation of birth. I've heard pro-life arguments before on the heightened duty of a birth mother because she's the only person who can help her preborn child in that situation, and that the only alternative to help (continued pregnancy) in this scenario is active and intentional killing (abortion). This has been juxtaposed with crisis scenarios amongst born people where one individual is in crisis while several others are around that are equally able to help the sufferer. Could we please hear this argument dictated as concisely as possible?

4. Back Alley Abortion / Consequences of Making Abortion Illegal
 - a. What happens when *Roe* is reversed and women seek illegal and possibly more unsafe abortions. I know we say well abortion is not safe, i.e. cases of abortion being unsafe and back-alley abortions were really done in sterile doctor offices and that women deserve support, however, I think that our response needs to be stronger.
5. Hard Cases
 - a. Rape/Incest
 - i. a really good explanation of how to respond to rape and incest, especially with how frequently it comes up
 - b. Suicidal Tendencies
 - i. Abortion & mental health: how do we address mom's mental health crisis while choosing life for baby? (ex: mom is on antidepressants that she can't take while pregnant and may succumb to suicidal ideation without her medication)
 - c. Life/Health of the Mother
 - i. what if a pregnant woman has cancer and needs chemo
 - ii. The Ireland case and the woman that died because "she could not get an abortion."
6. Practical
 - a. How to promote PRCs & FQHCs to those who don't trust public healthcare. (But somehow do trust PP?)